

# Kentucky Teacher™

DECEMBER 2002 - JANUARY 2003

## Reports on minority programs show some positive changes

By Faun S. Fishback  
Kentucky Department of Education

The Kentucky Educator Placement Service (KEPS) helps educators locate teaching and administrative jobs throughout the state. It also will provide much-needed information on minority hiring in local districts, Lucian Yates III, director of the Division of Educator Recruitment and Retention, told the Kentucky Board of Education at its December meeting.

The need for better data was underscored by the release of a department study on minority hiring during the 2001-02 school year. The study uses the information reported to the Office of Education Accountability from 170 of the state's 176 districts and the department's Minority Educator Recruitment and Retention Report.

Statewide averages for minority hires in teaching and administrative positions remain in single digits, according to the study. However, Yates cautioned board members about using this study to make judgments on the progress local districts are making to provide faculties and staffs that reflect the diversity of their student populations.

Beginning this school year, data on minority hiring will be taken directly from KEPS as each person is hired rather than being collected in a year-end report. This should provide more reliable data, Yates said.

The department also has several programs to help districts recruit and retain minorities, including programs that prepare minority educators for principal certification, identify public school students who are interested in teaching, and pro-

vide scholarships and internships to minorities who want to teach.

The Kentucky Association of School Administrators and the Kentucky School Boards Association, in conjunction with the Kentucky Department of Education, will begin an apprenticeship program for minority superintendent candidates in 2003.

### Pilot Project

Teachers and administrators from the Paducah Independent, Jefferson County and Fayette County school districts told the board about new programs that are beginning to make differences in minority student achievement. The three districts are among seven participating in a pilot project to increase support for programs that close the achievement gap between African-American students and their peers. Successful strategies from the pilot schools will be applied to schools throughout the state.

With little or no additional funding, the districts are making changes in instruction and learning. They are increasing local partnerships in academics, especially among their faith-based communities; offering job-embedded professional development on cultural responsiveness; changing school cultures to reflect high expectations for all students; and targeting literacy at all levels.

"We have to close the gap or we won't succeed. We won't reach proficiency by 2014," Vance Ramage, superintendent of Paducah schools, told the board.

The board also discussed Kentucky's compliance with the federal No Child Left Behind Act. The board will meet in special session



### Letter Perfect

Photo by Rick McComb

Airius Phillips plays a game that requires letter recognition and builds reading skills. He is a student at Foust Elementary School in the Owensboro Independent district.

Jan. 13, 2003, to finalize the state plan that must be submitted at the end of January to the U.S. Department of Education.

In other business, the board took these actions:

- Approved the release of nearly \$23 million to 736 schools to reward performance on the 2000-02 cycle of the Commonwealth Accountability Testing System. Each share of reward money is \$300.

- Gave final approval to regulations concerning the instructional resource adoption process, the Advanced Placement program and employment of retired teachers and administrators in full-time positions.

- Approved its intent to promulgate a regulation to clarify and update the pupil attendance regulation.

- Approved a request by the Jefferson County Board of Education to use an alternative formula to allocate funds to school councils in 2003-04.

- Granted a waiver to the Jefferson County Board of Education to allow the district to sell nutritional foods from vending machines and a la carte lines in its high schools during the school day. The board approved the request in a 5-4 vote and required close monitoring of the pilot program, which will continue through next school year.

For more information, go to [www.kentuckyschools.org/](http://www.kentuckyschools.org/) and enter "Board Notes" in the keyword/search box at the top of the page, then click on "Dec. 11-12, 2002, KBE Board Notes." For information about public hearings on the proposed regulations, go to [www.kentucky schools.org/](http://www.kentucky schools.org/) and enter "Legal and Legislative Services" in the search box.



## Commissioner's Comments

# Teachers 'tell it like it is' at second annual forum

**By Gene Wilhoit**  
Kentucky Department of Education

On a colorful autumn weekend, more than 40 teachers came to Greenbo Lake State Resort Park to represent teachers in a two-day, no-holds-barred discussion about teaching in public schools. I was there to answer questions but mostly to listen, as were six members of the Department of Education staff.

As expected, the teachers were articulate, forthright and insightful. Their discussions included a few common themes: focus on instruction; assessment and accountability; expectations; and the status of teaching as a career.

They told me that teachers would have more time to focus on instruction, including designing lessons and differentiating instruction, if the department aligned the Program of Studies for Kentucky Schools with Kentucky's Core Content for Assessment before sending these documents to the schools. As I listened to the conversation, I recalled that, in 1999, the department aligned those two documents with each other, with Kentucky's academic expectations and with applicable national standards. We distributed the package to all schools on a CD-ROM titled "Teaching to Proficiency and Beyond," and we made the information available on the department's Web site. The teachers had sent me a powerful message that we had not communicated well about this important resource. We will try to do a better job of informing teachers about this and other department materials and services.

These teachers reminded us that we have not done all we should to support their capacity to develop and use best assessment strategies in the classroom. They emphasized that content and continuous assessment must be considered equal components of instruction, with each as important as the other in getting to proficiency. They recommended more professional development in creating and using continuous-assessment scoring guides effectively. Again, we will respond.

In discussions about the state assessment and accountability system, teachers called on the state to help them hold students, especially high-schoolers, more accountable for their performance on the Kentucky Core Content Tests. They recommended that scores become part of high school transcripts, and they suggested adding another test question: "To which colleges do you want your scores sent?" They suggested that factoring state assessments into the Kentucky Educational Excellence Scholarship program would help.

Professional development and the status of the teaching profession were central topics in several sessions. The teachers urged the department, school districts and schools to do these things:

- Consider teachers' calendars and workload when scheduling professional development.
- Differentiate instruction for teachers, just as teachers are expected to do with students.
- Base professional development on long-term improvement, not always the most recent test scores.

- Include more peer coaching and resource teachers who model effective instructional strategies.
- Encourage and support more teachers in seeking national teacher certification.
- Decrease work overload by reducing class sizes and paperwork requirements.
- Improve school physical environment and safety.
- Reduce gaps in teacher salaries from district to district and differentiate salaries to compensate teachers who accept higher levels of responsibility and leadership.
- Create a career path that permits teachers to receive higher pay without moving into administrative positions.
- Improve access and choice in health insurance and lower the costs.
- Market and sell the teaching profession to the public and to potential future teachers.

The teachers also focused on one of my own priorities: closing the achievement gaps that exist between various subgroups of the student population. Recommendations included reducing teacher workloads, reducing class sizes (especially in elementary grades), supporting strong instructional leadership at the school and district levels, and shifting the focus from *what* teachers are teaching to *whom* teachers are teaching.

The staff and I are taking these and other comments to heart, and

you'll be hearing more about our responses. I came away from the weekend meeting prouder than ever of Kentucky's public school educators and how teachers are making profound differences in the lives and learning of students. A prevailing theme throughout the weekend was that students matter. Our most effective teachers are getting that message across in caring ways. They are helping students make connections between who they are, what they are learning, and how their knowledge and skills fit into the world beyond the classroom.

Thanks to those 40 teachers who were willing to commit a weekend to advise me and the Department of Education. And thanks to all teachers for everything you do for students.

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To respond to the commissioner on this or any topic, phone (502) 564-3141 or send e-mail to [gwilhoit@kde.state.ky.us](mailto:gwilhoit@kde.state.ky.us).

For Web access to "Teaching to Proficiency and Beyond," go to [www.kentuckyschools.org](http://www.kentuckyschools.org) and enter "Teaching to Proficiency" in the search box. The latest CD-ROM edition is available for \$5 (plus sales tax, if applicable) from the Department of Education Bookstore at [www.kentuckyschools.org/](http://www.kentuckyschools.org/) (click on "Publications and Videos") or (502) 564-3421.

### On the Cover . . .

Primary student Austin Fitzpatrick uses a computer to sharpen his reading skills at Central Elementary in Johnson County. (Photo by Rick McComb)



# Congratulations, Kentucky Teachers of the Year 2003!

*Department of Education and Ashland Inc. recognize 19 outstanding teachers*

Kentucky's Teacher of the Year for 2003 is Patrice P. McCrary, a 16-year teaching veteran at Warren County's Cumberland Trace Elementary School. The honor includes a cash award of \$10,000 from Ashland Inc. plus a professional development opportunity of her choice from the Kentucky Department of Education.

McCrary will represent Kentucky in the National Teacher of the Year competition.

Patrick R. Black, a mathematics teacher at T.K. Stone Middle School in the Elizabethtown Independent district, is Kentucky's middle school teacher of the year, and Glenn E. Zwanzig Jr., a biology teacher at duPont Manual High School in Jefferson County, is the high school teacher of the year. Each received a cash award of \$3,000 from Ashland Inc.

Each of the three winning teachers also received a unique piece of art glass designed specifically for the Teacher of the Year Program.

Gov. Paul E. Patton, Education Commissioner Gene Wilhoit, Education, Arts and Humanities Secretary Marlene Helm, and Ashland Inc. President and CEO James J. O'Brien announced the winners on Oct. 30 in a ceremony in Frankfort.

"These teachers represent the best of Kentucky's teaching profession," Wilhoit said to those attending the teacher recognition event. "Our three winners have an exciting and challenging year ahead as they take on their roles as Kentucky's education ambassadors. Kentucky's representation in the national Teacher of the Year competition will be outstanding."

The event recognized 19 recipients of the Ashland Inc. Teacher Achievement Award for 2003.

[www.kentuckyschools.org](http://www.kentuckyschools.org)



**Patrice P. McCrary**  
Cumberland Trace Elementary  
Kentucky Teacher of the Year



**Patrick R. Black**  
T. K. Stone Middle School  
Kentucky Middle School  
Teacher of the Year



**Glenn E. Zwanzig Jr.**  
duPont Manual High School  
Kentucky High School  
Teacher of the Year

Each received a framed certificate, and those not receiving teacher of the year honors received \$500 cash awards.

This is the second year that the Department of Education and Ashland Inc. have joined together to honor Kentucky educators. All certified Kentucky teachers presently teaching in primary through grade 12 are eligible for the program. Any Kentuckian may nominate a teacher for recognition. Applications include information on the nominee's teaching philosophy, teaching experiences, community involvement, and letters of recommendation from peers, students, parents, administrators and others.

For more about the program, go to the Department of Education's Web site ([www.kentuckyschools.org](http://www.kentuckyschools.org)) and enter the keyword "#toy" in the key word/search box at the top of the page or contact Donna Melton at the department at (502) 564-1479 or [dmelton@kde.state.ky.us](mailto:dmelton@kde.state.ky.us); or contact Stan Lampe of Ashland Inc. at (859) 815-4061 or [shlampe@ashland.com](mailto:shlampe@ashland.com).

## Ashland Inc. Teacher Achievement Award Winners for 2003

- Janet K. Akers, Betsy Layne High School, Floyd County
- Karen W. Biliter, Phelps Elementary, Pike County
- Patrick R. Black, T.K. Stone Middle, Elizabethtown Independent \*
- Jean Clement, Russell County Middle School
- Bonnie A. Cornelius, Rockcastle County High School
- Melissa E. Gardner, Woodland Middle School, Kenton County
- Dana G. Hager, Washington County Elementary
- Sharon S. Lancaster, Indian Hills Elementary, Christian County
- Patrice P. McCrary, Cumberland Trace Elementary, Warren County \*\*
- J. Maureen Motsinger, Scott High School, Kenton County
- Charles B. Phipps, Muhlenberg North High School
- Amy D. Riley, Kenneth D. King Middle School, Mercer County
- Elke R. Speevack, St. Matthews Elementary, Jefferson County
- Deborah K. Sullivan, Buckner Elementary, Oldham County
- Betsy Thompson, Johns Creek Middle School and Pike County Central High
- Katie C. Tiller, Boyle County High School
- Lisa Willian, Hart County High School
- Cynthia W. Woods, Walker Elementary School, Wayne County
- Glenn E. Zwanzig Jr., duPont Manual High, Jefferson County \*\*\*

\* Kentucky Middle School Teacher of the Year

\*\* Kentucky Elementary Teacher of the Year and Kentucky Teacher of the Year

\*\*\* Kentucky High School Teacher of the Year

# Educators review books and journals about the profession

*Note: During an intensive three-week professional development program to prepare for direct assistance to Kentucky schools, state-level educators met in groups to study books about improving public education. The following reviews came from two of those groups.*

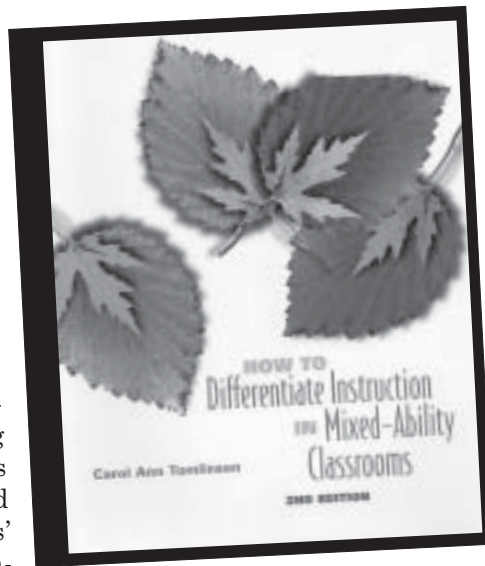
## How to Differentiate Instruction in Mixed-Ability Classrooms

(Second Edition)

By Carol Ann Tomlinson

Paperback; Association for Supervision and Curriculum Development; ISBN 0871205122; April 2001

Packed in only 97 pages of highly readable text are extensive field-tested strategies and practical information to guide teachers in structuring differentiated lessons at every grade level and content area. This second edition of Tomlinson's book extends and refines the theory and examples found in the earlier version of the book through the addition of three new chapters. The book provides an insightful examination of the challenges teachers face in creating learning environments that address the diverse needs of all students and shows teachers how to use students' readiness levels, interests and learning profiles to confront these challenges. The book explores the particular challenges of differentiating lessons for advanced learners but also provides suggestions for structuring "scaffolds" as well as "high-speed elevators" when designing the content, the process and the product of learning.



Submitted by Rhonda Bailey  
Kentucky Department of Education

## Read any good books lately?

Has a recent professional development book, journal or online resource impressed you? Let other teachers know about it! Send us your review for possible publication in a future issue of *Kentucky Teacher*.

Please include this information:

- your name, district, school and title plus your e-mail address and phone number in case we need clarification
- the name and publisher (and Web address, if appropriate) of the resource you are reviewing
- a brief description of what the resource offers and why you recommend it – or don't recommend it
- if you recommend it, for whom? (Teachers at certain grade levels? Administrators? Parents? Others?)

E-mail your review to [kyteacher@kde.state.ky.us](mailto:kyteacher@kde.state.ky.us). By submitting it, you are granting permission for possible editing and publication in *Kentucky Teacher*. You will have an opportunity to review any edits before publication.

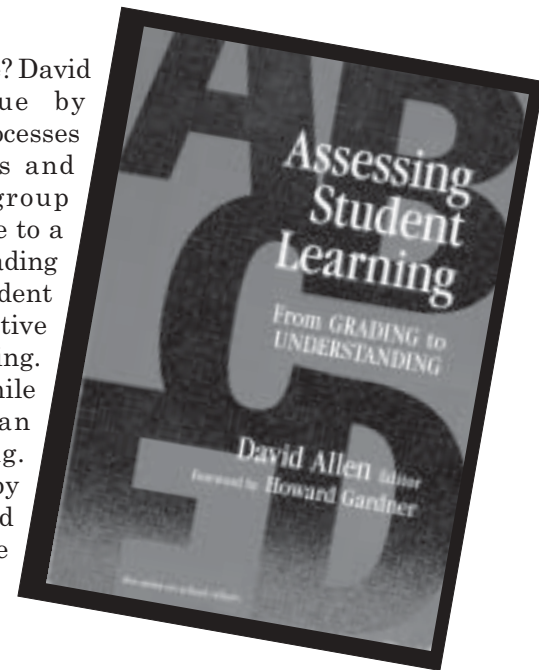
## Assessing Student Learning: From Grading to Understanding

David K. Allen, Editor

Hardcover or paperback; Teachers College Press; ISBN 0807737534; July 1998

Is there life beyond the grade? David Allen addresses this issue by discussing several protocol processes such as tuning, roundtables and digital portfolios. As our group reviewed Allen's book, we came to a consensus that some current grading procedures lack teacher or student reflection and focus on the negative aspects of the students' learning. Grades are an end product, while assessment protocols are an evolution of student learning. Assessing differs from grading by highlighting for students and other stakeholders the positive aspects of protocols:

- Assessing builds teacher respect for students' strengths and accomplishments.
- It helps teachers differentiate instruction to meet diverse student needs.
- It provides an opportunity for student/teacher reflection.
- It encourages deep discussion on student learning.
- It illustrates a holistic look at the student.
- It provides an alternative to traditional evaluation of student learning.



Allen says that while assessment protocols allow educators an opportunity to improve instruction, they also have several limitations. For example, the protocols can be time-consuming and subjective and can expose the teacher's instructional practices to peer criticism.

This book provokes thought on the difference between grading student work and assessing student learning. The book's major weakness, in the group's opinion, is that it does not provide a strong enough argument for using assessment protocols instead of traditional grades.

Submitted by Annette Bridges,  
Kentucky Department of Education,  
on behalf of a book study group



# Two Kentucky educators win \$25,000 Milken Awards

Two Kentucky elementary school educators are \$25,000 richer – or will be next April, when they travel to Los Angeles to receive checks in that amount from the Milken Family Foundation.



Ruth Ann Sweazy and a student

Sweazy is a nationally certified teacher with 10 years of experience in education. She earned bachelor's and master's degrees from the University of Louisville. Her colleagues describe her as a thoughtful, caring educator who understands the need for high standards, and they repeatedly select her for leadership roles in the school. She is known for recognizing students as individuals and ensuring that students and their families have positive experiences with school.

Ruth Ann Sweazy, a reading/English/language arts teacher at Spencer County Elementary, and Howard Kenneth Osborne, principal of Campton Elementary in Wolfe County, learned in October that they were Kentucky's newest recipients of the Milken Family Foundation National Educator Award. The program annually recognizes some of the nation's most outstanding educators. Each winner receives \$25,000 to use as he or she chooses.

Gov. Paul Patton, Education Commissioner Gene Wilhoit and Milken Family Foundation Vice President Jane Foley made surprise visits in mid-October to surprise Sweazy and Osborne with news of their awards.

Osborne, a member of the Commissioner's Principal Advisory Council, has more than 25 years of experience in education. He earned an associate's degree from Alice Lloyd College, a bachelor's degree from



Howard Kenneth Osborne

the University of Kentucky and a master's degree, Rank I and superintendent's certification from Morehead State University. In his school, where 95.5 percent of the student population is considered at risk, he has a reputation as a tireless motivator who excels in curriculum development, grant writing, parent involvement, communication and creating a culture of high expectations.

The Milken Family Foundation, established in 1985, established the award to provide public recognition and a cash award to elementary and secondary school teachers, principals and other education professionals. The foundation presented the first awards given in 1987. Forty Kentucky educators have been recipients since the state began participating in the program in 1993.

This year, the program gave awards to 100 educators representing 46 states.



Photos by Rick McComb

Governor Paul Patton and Education Commissioner Gene Wilhoit (far right) enlist the help of Campton Elementary School students to surprise Milken Award Winner Howard Kenneth Osborne, the principal.



## Talk to us!

Kentucky Teacher wants to know what you think, what you need from the Department of Education, what you want to see in future issues.

**E-mail** [kyteacher@kde.state.ky.us](mailto:kyteacher@kde.state.ky.us)

**Phone** (502) 564-3421 or (800) 533-5372  
(toll free in Kentucky)

**Fax** (502) 564-6470

**Write** Kentucky Teacher  
1914 Capital Plaza Tower  
500 Mero St.  
Frankfort, KY 40601

# Curiosity about a new term leads primary teacher to higher levels of instruction, professional growth



Teacher Jill Brock uses phonemic awareness to help Rachel Hall and her classmates improve their reading skills. Brock did extensive research on phonemic awareness during her quest to earn Rank I certification through Kentucky's Continuing Education Option.

Photo by Rick McComb

By Jill Brock  
Taylor Mill Elementary School

A year ago I heard the term “phonemic awareness.” Since I’ve been teaching kindergarten for more than 20 years, I thought I was hearing just a jazzy new term for phonics.

At about the time I heard that new term, I had enrolled in Kentucky’s Continuing Education Option program (see box), which in Northern Kentucky we call JET (job-embedded training). To meet my first JET goal, I had to do these things:

- analyze my school’s state core content test scores and Kentucky’s program of studies;
- identify new content knowledge I needed to have to improve my teaching and my students’ learning;
- do research;
- apply my new knowledge to my instruction;
- take what I had learned to the refinement level by presenting this knowledge to other professionals.

The second goal was to find and apply a new method of instruction to weave this new knowledge into my instruction. All of this built toward my third goal: to show professional growth. For this goal I had to learn a new method of technology, so I took training on PowerPoint presentations, presentation skills and questioning techniques.

The more I researched phonemic awareness, the more I read statements like this one from developmental psychologist Marilyn Jager Adams: “Phonemic awareness is the best predictor of a student’s reading success, even better than I.Q. or comprehensive scores.” I decided to make this my new content goal. With four other teachers in my school, I applied to participate in Kentucky’s Reading Project as a way to learn more about phonemic awareness.

The Kentucky Reading Project offers a graduate course at Northern Kentucky University and other sites throughout the state. In this intensive, two-week, six-hours-a-day course (with

follow-up sessions several times a year), elementary teachers learn new strategies for improving students’ reading and writing. They develop a literacy plan that puts those strategies to work in their schools.

At the Kentucky Reading Project, I first heard that Kentucky’s goal was for all students to be at the proficient level by 2014. I decided that making my kindergarten students of 2001-02 proficient early readers would put them on the right track for being proficient in all content areas by 2014.

I also heard about the “Building Blocks” framework. This is the lower level of the “Four Block” program many schools are using.

Now I had a way to weave phonemic awareness into my instruction! The wonderful thing about this program is that activities are developmentally appropriate to entry-level primary children. You start the year with a “getting to know you” activity, using each child’s name to stress phonemic awareness. You do predictable charts that encourage students to end statements such as “I went to \_\_\_\_\_. I’m thankful for \_\_\_\_\_. My job is \_\_\_\_\_.”

Throughout the year, my students and I sang silly songs that involved them in manipulating sounds or phonemes. They brought in cereal boxes and fast-food bags to make an environmental print word wall. After all, children may not be

able to read, but they all recognize McDonald’s and Rice Krispies!

At the Reading Project sessions, I received the Developmental Reading Assessment, a teacher-administered, individualized test of reading fluency and comprehension. At the beginning of the year, only six of the 19 students in my morning class and three of the 15 in my afternoon class could pass the first level, Level A. I could tell I had my work cut out for me! To get to the proficiency level, a student had to pass not only Level A but Levels 1 and 2!

After emphasizing phonemic awareness and using the Building Blocks framework, I can proudly say that, by the end of the year, every student in both classes passed Level 2, and many went on to pass Levels 4 to 16. A few went even higher!

I feel good about what I accomplished on behalf of my students during the 2001-02 school year. I sent these students on to their second year of primary as proficient early readers.

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Contact Jill Brock at (859) 356-2566 or by e-mail through the KETS global list or at [jbrock@kenton.k12.ky.us](mailto:jbrock@kenton.k12.ky.us).

For information about the Kentucky Reading Project, visit [www.kentuckyliteracy.org/kycld1.html](http://www.kentuckyliteracy.org/kycld1.html) online or contact Cary Pappas at (859) 257-6118 or [cpappas@uky.edu](mailto:cpappas@uky.edu).

Find “Four Blocks” and “Building Blocks” information online at [teachers.net/4blocks/](http://teachers.net/4blocks/) and [www.evsc.k12.in.us/curriculum/reading/fblocksbb.htm](http://www.evsc.k12.in.us/curriculum/reading/fblocksbb.htm).

## What is ‘CEO’?

Kentucky’s Continuing Education Option gives experienced teachers the opportunity to pursue certificate renewal or rank change using the professional development portfolio process rather than completing another degree program.

For more information, visit [www.kyepsb.net](http://www.kyepsb.net) (click on “Testing, Research and Internship”) or contact the Division of Testing and Research, Education Professional Standards Board, 1024 Capital Center Dr., Suite 225, Frankfort, KY 40601; phone (502) 573-4606; e-mail [epsb\\_contined@kde.state.ky.us](mailto:epsb_contined@kde.state.ky.us).



# Department revamps Web site

*New format will feature easier navigation, improved access*

Why change a Web site that has bragging rights to more than a million "hits" (page requests) per month?

The Department of Education is doing it to make it easier for visitors to find what they're looking for on the agency's Web site and to make the site more accessible to people with vision disabilities.

After months in the development stage, the improved site will go live in January 2003. The home page address will remain the same: ([www.kentucky schools.org](http://www.kentucky schools.org)), but users will need to update their bookmarks and links from other pages after the new site is active.

The new site will take on a new look and an entirely new navigation structure. User-friendly tools will include an enhanced search function and a site map that will more accurately reflect what is available on the site. The site will be fully accessible to people who use text-to-speech reader software, which reads text aloud.

"We're doing this for Kentucky parents and educators, but students will reap the ultimate benefits," said Armando Arrastia, director of the department's Division of Publications and Web Services. "We believe the new site will make it easier for Kentucky parents and educators to find information that will support their school improvement efforts."

The site's content will be organized into three main sections:

- Administrative Resources – information about school finance, nutrition services, pupil transportation, grant opportunities and other functions that usually happen outside the classroom
- Instructional Resources – information that pertains to what happens in the classroom

(curriculum materials and information about grade-level instructional practices and the state's student and family support initiatives, for example)

- About Schools and Districts – information about Kentucky's schools and districts, with links to the Kentucky Schools Directory, school and district Web sites, school and district report cards and test results.

The drop-down menu that serves as the main navigation tool on the current Web site will disappear. Visitors will navigate the new site using an expanding menu that will stay at the left-hand side of every page. On the home page, this menu will show users key areas of the site. On subsequent pages, it will show visitors exactly where they are within the site and offer other content options within that category and within that section of the site.

An enhanced search function will present results in various descriptive categories and even suggest alternative search terms. It will search Web pages and the contents of downloadable files available on the site. It then will allow visitors to preview contents of these files before downloading them. This is an especially convenient feature for those who access the



Web by dial-up connections, which are slower than the typical school or central office connections. By previewing these documents in their Web browsers, users will have more information before deciding whether or not to launch potentially time-consuming downloads.

The new site map allows users to view outlines of different sections or the entire site and to select any page on the site for

viewing. The new site map replaces what amounts to a department organizational chart on the present Web site, which has been online since 1999.

For more information about the new Department of Education Web site, visit [www.kentucky schools.org](http://www.kentucky schools.org) in January or contact Armando Arrastia at (502) 564-3421 or [aarrasti@kde.state.ky.us](mailto:aarrasti@kde.state.ky.us) (or through the KETS global list).



# “Mission Control, this is Space Station. We are ready to begin our mission!”

*Students probe the universe of learning at Kentucky’s three Challenger Learning Centers*

By Sherry Brock  
Paducah Challenger Center Director

Two missions “lift off” almost every weekday from Kentucky’s Challenger Learning Centers, taking students to the ultimate destination: knowledge.

Kentucky is home to three centers strategically located throughout the state, in Hazard, Paducah and Radcliff. The center in Hazard, the first of the three, celebrated its 1,000th mission in November. The center in Radcliff opened in February 2000, and the Paducah center, the “baby” of the group, opened last August.



Kentucky has the national distinction of having more Challenger Learning Centers per capita than any other state, including California, Texas and Florida, states with highly visible roles in the nation’s space program.

Challenger Learning Centers are part of Challenger Center for Space Science Education, a nonprofit organization founded in 1986 by the families of the astronauts tragically lost in the Challenger 51-L mission on Jan. 28, 1986. There are now 45 centers in the U.S., Canada and England. Dedicated to the educational spirit of that mission, Challenger Learning Centers continue the crew’s mission of engaging students in science, mathematics and technology and fostering in them an interest to pursue careers in those fields.

Challenger Learning Centers use the theme of space exploration to create positive learning experiences and motivate young people to explore. More than 30,000

Kentucky students each year experience the excitement of simulation, merging the power of imagination with

the excitement of discovery. They’re on their way to a “Rendezvous with a Comet” or an exploratory “Voyage to Mars” in a realistic mock-up of an orbiting space station and a mission control room patterned after NASA’s Johnson Space Center.

The learning center curriculum is aligned with Kentucky’s science, mathematics and literacy standards and designed for students in grades 5 through 8.

Kentucky Education Commissioner Gene Wilhoit calls the Challenger Learning Centers “symbols of education for the future.” The computerized mock missions emphasize each area of the state’s core content, going beyond mathematics and science to include reading, writing, arts and technical career skills.

Teacher preparation is critical to the mission. Teachers must attend a full-day training session where they fly a mission and receive curriculum materials for preparing their students to get maximum benefits from their Challenger Learning

Center visits. The curriculum includes pre- and post-visit activities.

The centers frequently host astronauts, astronomers, scientists and other special guests as part of programs offered to communities throughout Kentucky. NASA astronauts Charlie Walker, Joe Allen, Winston Scott, Buzz Aldrin and Kentucky’s own Terry Wilcutt have visited a Kentucky Learning Center. On a recent visit to the center in Paducah, Wilcutt remarked that “the difference between the boy in the one-room schoolhouse and the astronaut you see today is education. Challenger Learning Centers give students a place where they can envision themselves as successful scientists and engineers. That will stay with them and carry them into their future.”

Special guests have included Grace Corrigan, the mother of Christa McAuliffe, the teacher who died in the Challenger 51-L tragedy; June Scobee Rodgers, the widow of Challenger Commander Dick Scobee; Thomas Bopp, a discoverer of comet Hale-Bopp; and numerous local, state and federal officials.



## Challenger Center Programs for Teachers, Students and Life-Long Learners

The three Challenger Learning Centers in Kentucky feature a variety of programs that span the universe and offer something for virtually every age and group size.

### ARIES

ARIES is an award-winning curriculum developed by the Harvard-Smithsonian Center for Astrophysics. Available only through Challenger Learning Centers, this astronomy-based physical science curriculum uses hands-on activities and crosses four disciplines: language arts, reading, mathematics and history.

During summer 2003, teachers will have the opportunity to participate in a statewide collaborative effort by attending the ARIES Summer Teacher Institute at any one of the three learning centers. The ARIES institute will feature two sessions: Exploring Energy (grades 3-6), scheduled for June 16 and 17, 2003; and Exploring the Moon and Stars (grades 5-8), scheduled for June 19 and 20, 2003.

Because the Challenger Learning Centers are approved providers of professional development workshops, teachers may apply for Teacher Professional Growth Funds for either module of the ARIES Summer Teacher Institute. The cost per session is \$800, which covers 12 hours of instruction, all curriculum materials (including the ARIES classroom kit) and lunches. Teachers attending Exploring the Moon and Stars may take this session for

graduate credit as part of the Murray State Teacher Quality Institute (Paducah site only).

Educators interested in participating in ARIES are encouraged to call the learning center closest to them to register soon. Sessions fill quickly.

### Distance Learning

Teachers can extend the walls of their classrooms by tapping into distance learning programs offered at the learning centers. E-Mission, Operation Montserrat (for grades 7 and 8) allows students to participate as Earth system science experts. Each student specialist will be a member of the volcano, hurricane or communication team during this two-hour electronic mission.

The mission challenges students to apply their mathematics and science knowledge to a real-life event.

### Summer Camps

All three centers will host summer camps during the months of June and July 2003. Grade-levels and programs vary. Fall, holiday and intersession programs are offered as well.

### Public and Corporate Programs

Each Challenger Learning Center in Kentucky offers a variety of community programs designed to meet diverse needs. Public programs include Family Science Nights, Space Day and Meet the Astronaut. Corporate programs are tailored to meet the ever-changing needs of industry.

## Inspiring, Exploring, Learning. It’s Our Mission!

For additional information on programs, to register for the ARIES Summer Teacher Institute or to schedule a mission, contact the Learning Center nearest to you:

Challenger Learning Center  
of Kentucky  
Hazard Community College  
One Community College Drive  
Hazard, KY 41701  
(800) 246-7521, extension 7813  
Center Director: Tom Cravens  
Tom.Cravens@kctcs.edu  
www.clcky.com

Challenger Learning Center  
Paducah Community College  
4810 Alben Barkley Drive  
PO Box 7159  
Paducah, KY 42002  
(270) 534-6380  
Center Director: Sherry Brock  
SherryL.Brock@kctcs.edu  
www.clcpaducah.org

Challenger Learning Center  
of Hardin County  
2000 Challenger Way  
Radcliff, KY 40160  
(270) 351-7827  
Center Director: Lelia Haddle  
Haddle@bbtel.com  
http://challenger.radcliff.org



# The Jurys are in!

## Husband-and-wife teaching team builds interest in agriculture in Gallatin County

Hands-on approach helps boost high school's science scores by 14.1 points in three years.

By Faun S. Fishback  
Kentucky Department of Education

Tony and Kristy Jury have always been involved in agriculture. Both grew up on farms, though different types of farms in different Kentucky counties. Both majored in agricultural education at the University of Kentucky. They've pursued careers in agriculture, but along different paths: he as a teacher, she as a 4-H agent.

This year, they began traveling the same road. Kristy joined her husband Tony as an agriculture teacher at Gallatin County High School. This husband-and-wife teaching team has embarked on a journey to build a strong agriculture program in a county where farming is not a major livelihood.

They teach about plants, animals, career opportunities, equipment maintenance, marketing and business finance – the traditional agricultural content. However, the Jurys also are reaching out through classes such as floral design to provide career experiences to nontraditional agriculture students. Kristy teaches in the school's new computer-aided modular agri-science lab to give first- and second-year students an overview of 12 agriculture-related careers.

Since Tony arrived at Gallatin County four years ago, the agriculture program has grown to about 200 students a semester. "I really can't explain it," he said. "Interest has just exploded. It's a lot of science and mathematics, but everything we teach has a hands-on application. I think that makes a difference."

A few other components combine to make agriculture a strong

academic and technical education program at Gallatin County:

- **Connections to Core Content** – Science and agriculture have a natural connection because students study plants and animals in both classes. "There is a strong connection between our science and agriculture programs," said Sharon Parker, a biology/chemistry teacher and Kristy's Kentucky Teacher Internship Program mentor. Parker also mentored Tony during his internship and continues as his mentor while he works toward achieving national teacher certification.

"I have noticed there are a lot of materials covered in agriculture classes that relate to Kentucky's core content across the board, especially in science," Kristy added. Science scores at the high school have increased from 56.8 in 1999 to 70.9 in 2002.

- **Collaboration with Other Teachers** – The Jurys plan instruction with Parker, their mentor, and other teachers. This fall they worked on a unit with Mary Beth Wilson, a social studies teacher who spearheaded a schoolwide study of the Vietnam War era. As part of the unit, agriculture classes looked at Vietnam's climate and terrain and how it affects what farmers grow. Kristy's father, a conservation officer for the Kentucky Department of Fish and Wildlife, showed slides and artifacts he collected while stationed in Vietnam. He also talked to students about agriculture in the southeast Asian country.

Collaboration and mentoring opportunities at Gallatin County High School "allow for optimal (staff) interactions on issues of content as well as dealing with student diversity and nontraditional teaching methods," Parker said.



Photo by Rick McComb

Gallatin County High School agriculture teachers Tony Jury (far left) and Kristy Jury (far right) help students Nathan Hendren and Sarah Roberts make flower arrangements for a fundraising project. The husband-and-wife teaching team goes beyond traditional agricultural content to provide classes that provide career experiences to nontraditional agriculture students.

- **Using Technology in Instruction** – Kristy's modular lab classes address a variety of student learning styles and agricultural material. Students work in teams and spend three weeks on each computer-based lesson. Topics range from hydroponics to meteorology, from global positioning to agricultural mechanics.

Students get hands-on experience pollinating plants, caring for fish and wiring electrical circuits as part of their studies. They use computers to complete assignments and to take regular assessments that are part of their individualized curricula. Kristy monitors students' progress daily using a networked computer at her desk.

This nontraditional teaching method lets Kristy be a "guide on the

side," helping students when they're stumped but otherwise allowing them to learn at their own pace.

- **Career Exploration** – Tony and members of the high school Future Farmers of America chapter visited 8th-grade classrooms last spring. They explained the agriculture program and how classes would fit into an individual graduation plan if a student selected an agricultural career cluster or wanted to explore agriculture as an elective in high school.

- **Connections to School Community** – The school's FFA chapter has "its own name in the county," Kristy says. FFA is the largest student organization in the world, and Gallatin

See **JURYs** on Page 11

# Change provides more flexibility in scheduling state tests

A change in the Commonwealth Accountability Testing System gives districts and schools more flexibility in scheduling future administrations of the Kentucky Core Content Tests.

The Kentucky Department of Education, in response to requests from districts and with advice from a variety of stakeholders, has replaced the former two-week, state-determined testing window with a four-week period from which each district can select two consecutive weeks for testing. This window will begin each year with the last full instructional week in April.

For 2003, the four-week testing period will be April 21 - May 16. Districts will have three options for their two-week testing windows:

- Window 1 – April 21-May 2
- Window 2 – April 28-May 9
- Window 3 – May 5-May 16

The change is in response to districts' requests for greater scheduling flexibility as a way to increase opportunities for instruction and deal with issues such as alternative calendars and weather-related school cancellations.

Additional information on this change in the testing system is available from district assessment coordinators or from Scott Trimble, associate commissioner of the Office of Assessment and Accountability, at (502) 564-2256 or [sttrimble@kde.state.ky.us](mailto:sttrimble@kde.state.ky.us).



Agriculture students Kyle Woodward and Marybeth Robinson check pH levels and plant growth in the hydroponics section of Gallatin County High School's new computer-aided modular agri-science lab.

Photo by Rick McComb

## JURYs

Continued from Page 10

County students want to be involved in the organization and wear the famous blue jacket. That's exciting, Tony notes, since Gallatin County ranks well below the top 50 Kentucky counties in crop and livestock production.

Former students remain active supporters of the school's agriculture program. "They are good resources," Tony said.

• **Connections to Families** – Because FFA is a cocurricular organization, members apply much of what they learn from classroom instruction to independent FFA projects away from school. The Jurys visit students' homes to observe work on garden, livestock and equipment projects. The home-life connection is beneficial, both Jurys agree. Students place a higher value on what is learned in the classroom when they can apply

it to their personal lives, Tony said, and parents also seem more willing to participate in department activities because of the visits.

• **Garnering Support** – A teacher representative on the school council, Tony got permission last year to turn an unused computer lab into a computer-aided modular agri-science lab. He wrote a successful grant application and received \$31,200 from the Kentucky Agricultural Development Board to equip the lab. Another \$1,500 from the local conservation board buys supplies for hands-on activities.

For more information about the agriculture program at Gallatin County High School, contact the Jurys at (859) 567-7901 or e-mail Tony Jury at [tjury@gallatin.k12.ky.us](mailto:tjury@gallatin.k12.ky.us) or Kristy Jury at [kjury@gallatin.k12.ky.us](mailto:kjury@gallatin.k12.ky.us).

## Jurys together 24-7

Female agriculture teachers in Kentucky public schools may not be unusual. Couples working in the same school may not be out of the ordinary. But it's not often you'll find a married couple teaching agriculture at the same school.

At Gallatin County High School, Tony and Kristy Jury *are* the agriculture department.

"They teach together, they're advisors for FFA (a student organization) together, they collaborate together, they go home together, and they hunt together," said former Gallatin County High School principal Ray Spahn, who hired both teachers.

Until this fall, Kristy was a 4-H agent. Tony is in his fourth year at the school. Their work often kept them going in different directions many evenings, on weekends and during the summer.

Now they work across the hall from each other, have the same planning period and lunch break, and work with the same mentor. This couple is together 24-7.

Even though they see each other more often than before they started teaching together, communication has become more important, especially when students are involved. Some try to play the husband and wife against each other on classroom decisions, Tony said.

Kristy is the disciplinarian. Tony's a little more laid back, he admits with a grin, so students have tried to come to him to override what Kristy says. The teachers have found that the best way to handle the situation is to discuss the matter and make decisions together.

"I used to be the only agriculture teacher," Tony said. "Now, I'm learning to confer."

"We remain professional at school. I call him Mr. Jury; he calls me Mrs. Jury," said Kristy. "Yet, we try to be an example for the students of what a marriage should be. They see us work together to make decisions."

Perhaps the hardest part of working together is knowing how and when to "turn off" school. "We found out we could spend too much time at school," Kristy said. "And we have to be careful about limiting how much we talk about school at home." It can become too easy to keep talking about school on the ride home, over dinner and in front of the TV, Tony added.

Despite that drawback, the Jurys say they are pleased with the way things are working out for them on the job. "I feel so lucky," Tony said, "that I feel guilty. It's great having my wife work with me."

"It's pretty neat," Kristy agreed.



# Revisiting Primary

## Agency responds to frequently asked questions

In 1990, Kentucky law required that schools replace the traditional kindergarten and grades 1, 2 and 3 with an approach that welcomes students at age 5 and teaches them in groups based not on age or ability but on individual learning needs. This approach is called the primary program.

Students are flourishing in primary classrooms in many schools, but some educators still have questions about the program. The Department of Education's Early Childhood-Primary Branch offers the following brief responses to some frequently asked questions.

For complete answers to these and other questions, visit the department's Web site ([www.kentuckyschools.org](http://www.kentuckyschools.org)) and enter the keyword "#primary" in the key word/search box at the top of the page.

### **1. Does the language in KRS 158.031 (1998) mean that the primary program is now a school council option?**

No. The ungraded primary program (meaning a continuous-progress program without the traditional grade levels of kindergarten, 1, 2 and 3) remains a statutory requirement. The new language attempts to focus attention on the rationale for the primary program and its components: continuous progress and success for individual students in their earliest years of school. The language in the law emphasizes the flexibility school councils have in using the tools at their disposal, including primary's critical attributes, to accomplish the goal of individual student success.

### **2. Can schools have students in single-age groups 100 percent of the time?**

No. The primary program's intention is that individual students will be grouped and regrouped (sometimes in single-age groupings and sometimes in multiage groupings) to meet their individual developmental needs and to assure continuous progress. Students may also be grouped based on common interests, talents or learning styles

so they may observe and learn from other children.

### **3. Can schools have graded homerooms?**

Schools and school councils have discretion in determining the amount of time per day individual students participate in multiage settings, so schools might group children in a single-age grouping for a portion of the day during homeroom. Multiage and multi-ability groupings/classrooms along with all other critical attributes must be practiced to ensure continuous progress throughout the rest of the day.

### **4. Does the state mandate that there should be a certain percentage of multiage and multiability grouping?**

A school will have fulfilled its statutory requirements for multiage, multiability grouping if the design of the program meets the needs of individual students in the school (rather than simply administrative convenience or ease of implementation), ensures continuous progress (rather than failure) for those students, and clearly demonstrates developmentally appropriate instructional practices.

### **5. May 5-year-olds be totally separated from others?**

Yes. Typically this happens at the beginning of the entry-level year. Some 5-year-olds need an adjustment period when they enter school. In half-day programs, the entire half-day may be initially needed for an appropriate adjustment. School councils (or schools in cases where there is no school council) must determine the extent to which 5-year-olds are included with older students. The focus has to remain on the continuous progress of the individual child.

### **Questions about primary?**

If you don't find answers online at [www.kentuckyschools.org](http://www.kentuckyschools.org) (enter "Primary Education" in the search box), send your questions to Audrey Proctor ([aproctor@kde.state.ky.us](mailto:aproctor@kde.state.ky.us)) or Jennifer Baker ([jbaker@kde.state.ky.us](mailto:jbaker@kde.state.ky.us)) or phone them at (502) 564-3064.



Photo by Rick McComb

## Primary Colors

Stacey Dedden gets creative during an art activity in a primary classroom at Taylor Mill Elementary School in Kenton County.

## Leisure or Learning?

### *State parks offer special lodging rates and classroom resources for teachers*

The Kentucky Department of Parks offers rates and resources to encourage educators to think of state parks when planning outings for leisure or learning.

For recreation and leisure travel, Kentucky's active and retired government workers, including state, county, city, federal and school employees, qualify for reduced rates at state resort parks (except Lake Cumberland) and at John James Audubon State Park in Henderson. The reduced rates for lodge rooms and cottages are available through March 20, 2003.

For information about the parks, visit [www.kystateparks.com](http://www.kystateparks.com) on the Web. To get details about the special rates and to make reservations, call (800) 255-PARK, or call the individual parks directly using toll-free numbers listed on the Web. Mention "Commonwealth Connection" when requesting reservations.

For teaching and learning, several state parks offer opportunities to delve into the state's history, from the Ice Age to pioneer settlement to the Civil War. Some parks are associated with famous Kentuckians, including Daniel Boone, Thomas Jefferson, Abraham Lincoln and Cassius Marcellus Clay.

The parks welcome school groups of every size, and teachers can plan class visits to support curriculum requirements. The Department of Parks has posted a new, teacher-focused Web page ([www.kystateparks.com/history](http://www.kystateparks.com/history)) that offers links to the home pages of the state's most historically significant parks. Included on each park's site are overviews of the park's place in history, contact names and phone numbers, and other information for planning a school trip.

For details, call the individual parks or call the general toll-free number, (800) 255-PARK.

## What's New?

Want the latest news about opportunities and resources for teachers? Visit the Department of Education's Web site and click on "What's New."

See updates every Friday afternoon.  
www.kentuckyschools.com

# Mountjoy receives national award

Helen W. Mountjoy, chairwoman of the Kentucky Board of Education, received the Distinguished Service Award at the National Association of State Boards of Education conference on Oct. 11 in San Diego. The association presents the award annually to a state board of education member in recognition of outstanding service to public education.

Under Mountjoy's leadership, the Kentucky Board of Education has established a statewide

assessment system and student performance standards. In addition, the board rewrote the state's special education regulations; instituted a single, statewide standardized student and district data management system; and increased public outreach and engagement regarding state education decisions.

Mountjoy has served on the Kentucky Board of Education since 1991 and has chaired the board since June 1998.



Helen W. Mountjoy

## Haynie's editorial art featured at History Center

A new exhibit at the Kentucky History Center features 64 editorial cartoons created by Hugh Haynie for the Louisville Courier-Journal between 1960 and 1995. "A Matter of Opinion: Hugh Haynie Cartoons" will remain on view through March 30, 2003.

Related programs for high school students and teachers include an introductory program for high school groups and a selection of

online cartoons that can be downloaded for classroom use.

For a free poster about the exhibit and using cartoons in the classroom, contact Vicky Middleswarth at (502) 564-1792, ext. 4425, or vicky.middleswarth@mail.state.ky.us. To schedule a visit to the exhibit, contact Carol McGurk at (502) 564-1792, ext. 4461, or carol.mcgurk@mail.state.ky.us.



"Hugh Haynie drew life in black and white, but there is plenty of color in his cartoons," says Nancy J. Glaser, head of the Kentucky Historical Society's museum division. "The color comes in his silent commentary, in his caricatures, in the presentation and the power of his political pen."

## Photo and writing contest open to students in all grades

Kentucky students at all grade levels, primary through 12, may enter "Cities, Towns and Countryside," a photo and essay competition sponsored by the Kentucky Heritage Council and Preservation Kentucky Inc.

Student entrants may photograph a historic building, site, landscape or structure in an urban or rural setting and then write an essay describing the historic resource and explaining its significance and the importance of protecting the historic resource for the future.

The sponsors hope the competition will stimulate student interest in historic sites and provide oppor-

tunities for students to inform their local decision makers of the importance of historic preservation.

Every participant will receive a certificate of recognition. Photo-essay winners in each of three grade-level categories will receive cash awards and other prizes and will present their essays and photographs at a Preservation Week celebration in May 2003.

Winning essays from previous years can be reviewed online at [www.preservationkentucky.org/](http://www.preservationkentucky.org/).

For more information, contact Becky Shipp at (502) 564-7005, extension 133, or [becky.shipp@mail.state.ky.us](mailto:becky.shipp@mail.state.ky.us).

## Grant Summit set for February

Educators involved in finding, winning or managing grants for K-12 school programs are invited to the 2003 Education Grants Summit, scheduled for Feb. 27 and 28 in Washington, D.C. Summit sessions will offer news and tips related to performance and accountability reporting requirements for education grants and funding programs and to achieving the mandates of the federal "No Child Left Behind Act."

The event is sponsored by Performance Institute, a private

think tank focused on performance-based management practices for government agencies. For details and online registration, visit [www.performanceweb.org/conferences/conferences\\_set.htm](http://www.performanceweb.org/conferences/conferences_set.htm) or contact the institute by phone at (703) 894-0481, by fax at (703) 894-0482, or by e-mail at [info@performanceweb.org](mailto:info@performanceweb.org).





# Documentary traces civil rights movement in state

Fifteen women and men recall life in a segregated society and their personal and collective struggles to achieve social justice in "Living the Story: The Civil Rights Movement in Kentucky."

This video documentary, produced by the Kentucky Oral History Commission of the Kentucky Historical Society, springs from more than 175 interviews from the Civil Rights Movement in Kentucky Oral

History Project conducted by project director Betsy Brinson of the Historical Society and Tracy K'Meyer from the University of Louisville.

The video offers teachers an educational resource for teaching civil rights history, addressing issues of race relations and diversity, and illustrating the important role young Kentuckians played in efforts to secure civil rights.

KET aired "Living the Story"

last January and November and will rebroadcast the 60-minute documentary on KET Star Channel 703 at 10 a.m. ET (9 a.m. CT) on Jan. 29, 2003. Schools have unlimited taping rights to the program.

"Living the Story" is available for purchase through the Historical Society's Community Services Resource Center. The cost to Kentucky schools and libraries is \$12 plus \$3 to cover shipping and handling.

For more information or to order the video, contact Kate Hesseldenz at (502) 564-1792, ext. 4477; toll-free at (877) 444-7867, extension 4477; or by e-mail at [Kate.Hesseldenz@mail.state.ky.us](mailto:Kate.Hesseldenz@mail.state.ky.us).

For lesson plans and curriculum related to the documentary, visit [www.ket.org/civilrights/](http://www.ket.org/civilrights/).

## Mini-drama tells state's history in story and song

Students in primary through grade 6 can join in the fun as professional performers present "Frontier Tales" at Old Fort Harrod State Park in Harrodsburg, site of Kentucky's first permanent settlement.

This 40-minute mini-drama uses original narratives, folk tales and songs to depict Kentucky's frontier history. The Kentucky Humanities Council, educators and the Kentucky Department of Parks developed this interactive presentation aligned with

Kentucky's core content and academic expectations. A teaching guide highlights themes of the performance and provides details about the fort's buildings, including Kentucky's first schoolhouse and the Lincoln Marriage Chapel, site of the wedding of Abraham Lincoln's parents.

Call now for group reservations for "Frontier Tales" performances scheduled for April 16-May 23, 2003. A \$6-per-student fee covers the performance plus a tour of Old Fort

Harrod State Park and the Mansion Museum of historic artifacts, paintings and documents. Also at the site are the oldest cemetery in the state; a federal monument to George Rogers Clark; an animal corral; a large picnic and playground area; and the unique and famous osage orange tree.

For more information or reservations, call (859) 734-9614 or (859) 734-3314 on weekdays. To learn more about the park, visit [www.state.ky.us/agencies/parks/fttharrod2.htm](http://www.state.ky.us/agencies/parks/fttharrod2.htm) on the Web.

## Lexington Children's Theatre announces winter schedule

The winter schedule at Lexington Children's Theatre includes several opportunities for students and teachers.

- Jan. 13 – Theatre School starts. After-school and Saturday sessions for children of preschool through high school ages
- Jan. 19-23 – Auditions for "The Odyssey," open to students ages 13 to 18
- Jan. 25 – Teacher preview for "Mufaro's Beautiful Daughters" (2 p.m.)
- Jan. 26 – Opening of "Mufaro's Beautiful Daughters," by Karen Abbott, based on the book by John Steptoe. Per-

formances on Jan. 26, 28-31, Feb. 1 and 2 and 4-7. This fable, derived from an African folktale, teaches a lesson about humility and is appropriate for children as young as 4.

• Feb. 22 – Teacher preview for "There's a Boy in the Girls' Bathroom" (2 p.m.)

• Feb. 23 – Opening of "There's a Boy in the Girls' Bathroom," by Louis Sachar. Performances on Feb. 23 and March 1 and 2. This play, appropriate for students 9 years old and older, is a humorous and touching tale of a

boy's struggle as he learns to believe in himself.

At teacher previews, educators watch the final dress rehearsal of a play, have a light lunch and participate in a workshop on teaching strategies related to the play. Reservations are required. Call (859) 254-4546, extension 225 or 226.

For more information about each of these opportunities and other programs for students and educators, visit the Web at [www.lctonstage.org](http://www.lctonstage.org); phone (859) 254-4546, extension 223; or send e-mail to [info@lctonstage.org](mailto:info@lctonstage.org).

## Herald launches another story series for students

The Lexington Herald-Leader's News-paper in Education program will begin a new chapter story on Jan. 21, and now is the time to sign up to receive copies for the classroom.

The new series, "Minnie and Moo, The Seven Wonders of the World," will appear in the Herald on 10 consecutive Tuesdays. Writer-illustrator Denys Cazet has included word plays and puns in this gentle spoof about gullibility. In this story, cows Minnie and Moo strive to raise money to help a farmer keep

his farm. They decide to promote the farm's "seven mysteries," combining a little truth with a little exaggeration to attract onlookers who are willing to pay to see some rather strange sights.

The suggested reading level is grades 3-5, and the story is "read-aloud" material for younger students. Chapters average 800 words in length.

Teachers who sign up for this series before Jan. 10, 2003, will receive a teacher's guide free of charge. To register, go to [www.nieconnects.com](http://www.nieconnects.com) and

click on the order form link at the top of the page. At the order form, pull down the program bar and highlight "Minnie & Moo," then fill in the requested information. A limited number of sponsored classroom sets of newspapers are available at no cost. See the form for additional information.

For details about the story and related instructional issues, contact Kriss Johnson at (800) 274-7355, extension 3353, or [kjohnson1@herald-leader.com](mailto:kjohnson1@herald-leader.com).

## Get **WILD** at this workshop!

Want to be a WILD facilitator? Public school teachers can sign up for training to be facilitators of Project Learning Tree and Project WILD.

The Kentucky Division of Forestry has scheduled the training workshops for Jan. 23 and 24, 2003, at the Kentucky Leadership Center in Jabez. Through both programs, students from preschool through high school learn environmental content that correlates to national and state standards in science, social studies, language arts and mathematics. The programs also aim to strengthen critical thinking and problem solving skills and encourage teambuilding.

Register by Jan. 15, 2003, and receive a free Project Learning Tree facilitator shirt. The \$50 registration fee covers lodging for one night, meals and tote bags filled with supplies to help teachers use the programs in their classrooms.

Workshop times are posted at [www.plt.org/events/index.cfm](http://www.plt.org/events/index.cfm). Click on "Facilitator Training" in the "Topical Calendars" section, then scroll to the workshop listing for Jan. 23. Information is also available from Jennifer Turner at the Kentucky Division of Forestry. Phone her toll free at (800) 866-0555 or send e-mail to [JenniferL.Turner@mail.state.ky.us](mailto:JenniferL.Turner@mail.state.ky.us).

# The Bulletin Board

By Joy Barr  
Kentucky Department of Education

## Language arts conference coming in February

The Kentucky Council of Teachers of English/Language Arts annual conference is set for Feb. 7 and 8 at the Marriott Griffin Gate in Lexington. The theme is "Voices of the Heart."

Register in advance online at [www.kcte.org/conference/register.html](http://www.kcte.org/conference/register.html).

## Vietnam Veterans Memorial Fund is recruiting teacher ambassadors

The Vietnam Veterans Memorial Fund is recruiting teachers from each state to serve as ambassadors in their home states. Selected teachers will receive an all-expenses-paid trip to Washington in July for a four-day conference on creative ways to teach students about Vietnam-era history. The teachers will then share what they learn with other teachers in their home states.

The application deadline is April 4, 2003. For details, visit [www.vvmf.org](http://www.vvmf.org). To ask questions or obtain an application, contact the Memorial Fund at (202) 393-0090 or [tedwards@vvmf.org](mailto:tedwards@vvmf.org).

## AWAKE seeks teachers to pilot future Web site

The Kentucky Department of Fish and Wildlife Resources, UK's Tracy Farmer Center for the Environment, UK's Cooperative Extension Service, and the Kentucky Department of Education are developing "All Wild About Kentucky's Environment" (AWAKE). This new Web site will feature information about organisms and their Kentucky habitats, curriculum aligned with Kentucky's content standards and more.

The sponsoring agencies are looking for educators interested in piloting the site with their students. For additional information, contact Stephanie Jenkins at [swjenk2@uky.edu](mailto:swjenk2@uky.edu) or Venita Bright at [venita.bright@mail.state.ky.us](mailto:venita.bright@mail.state.ky.us).

## Eisenhower National Clearinghouse

Educators can visit the Eisenhower National Clearinghouse online to gain access to mathematics and science books, CD-ROMs, videos, kits, tapes and other resources. The site also offers the full text of the organization's quarterly magazine plus links to other publications, national and state standards, and a wealth of instructional resources for K-12 classrooms. Visit [www.enc.org](http://www.enc.org).

## 'We the People' competition set

This year's "We the People – the Citizen and the Constitution" statewide competition is scheduled for Feb. 17 at the Holiday Inn in Frankfort. The annual competition, sponsored by the Kentucky Supreme Court and the Administrative Office of the Courts, is part of the "We the People" national scholastic program for teaching students about the U.S. Constitution and the Bill of Rights. School teams compete in annual mock congressional hearings.

For details, contact Rachel Bingham at the Administrative Office of the Courts at (800) 928-2350 or [rachelb@mail.aoc.state.ky.us](mailto:rachelb@mail.aoc.state.ky.us).

## Newsletter offers tips for helping students build 'personal assets'

Kentucky Child Now, a nonprofit organization promoting the healthy development of children, has launched a monthly online newsletter for teachers who want to help students develop 40 assets or skills essential for achievement and avoidance of high-risk behaviors. The newsletter, "Kentucky Educator," is one resource in a statewide "Great Kids – It's Just a Matter of Time" campaign designed to inspire and empower adults to become positive influences in the lives of young people.

To learn more about the campaign, visit [www.kychildnow.org/assets/great\\_kids.html](http://www.kychildnow.org/assets/great_kids.html) online. Download the newsletter by clicking on "Educator" under the "Toolkit" heading.

Questions? Contact Carol Lopez-Blethen, executive director of Kentucky Child Now, at (502) 227-7722 or [celopez@kychildnow.org](mailto:celopez@kychildnow.org).

## Virtual Library for Kids now open for business

Kentucky Virtual Library for Kids offers free, around-the-clock access to "Space Dog," "All the Known Information in the Universe" and other publications and resources through a fun, safe and informative portal designed for students in primary through 5th grade.

The site features access to encyclopedias in English and Spanish, a digital library of historical documents and a step-by-step guide to online research. Students will need a user name and password from a community or school librarian to enter the site, which is part of Kentucky Virtual University's Kentucky Virtual Library.

To visit this child-friendly library, visit [www.kyvl.org](http://www.kyvl.org), click on "Kids" and turn the computer's audio speakers up. For more information, call toll-free at (877) 588-5288.



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# Kentucky Teacher

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